

Scoring guide for “On Being...” narrative

9 Narratives meet the criteria for those that are scored an 8 and, in addition, are especially sophisticated in their control of language or structure. Writing is especially polished and possesses distinctive personal voice; elements of the narrative work together to create a unified, powerful whole.

8 EFFECTIVE These successful personal narratives demonstrate original thinking to convincingly portray the realities of “being” a certain thing. Successful attempts are made to “bridge the gap” with the audience. Narratives are appropriately developed using action, dialogue, internal reflection, and/or other well-selected details emphasizing ‘showing’ over ‘telling’, painting a satisfying and original portrait. Writing demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization emphasizing effective voice. The work is carefully prepared with no/few distracting errors.

7 Essays meet the criteria for those that are scored a 6 but are distinguished by more mature prose style or development of voice.

6 ADEQUATE These adequate narratives demonstrate adequate original thinking to portray the realities of “being” a certain thing, but may feel more formulaic or conventional. Deliberate attempts are made to “bridge the gap” with the audience. Although occasional lapses in syntax and diction may be present, the writing demonstrates sufficient control of the elements of composition to present the writer’s ideas clearly. The narrative has been prepared with necessary attention to the demands of the assignment.

5 These narratives contain potential in portraying the realities of “being” something, but the result is limited, inconsistent, or uneven. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas adequately.

4 and lower INADEQUATE These unsuccessful papers inadequately capture the reality of “being” a certain thing through oversimplification, incomplete development, or ineffective choices. Audience does not factor into the presentation. The prose reveals weaknesses in writing, such as lack of development or organization, grammatical problems, or a lack of control.

2 and lower LITTLE SUCCESS These ineffective papers demonstrate little success in capturing the realities of “being” a certain thing. These papers may be poorly written on several counts, featuring problems such as thin development, insufficient elaboration, or incoherence. The prose suggests immature control of writing and/or superficial treatment of the assignment.